

**ENGLISH/LANGUAGE ARTS: SIXTH GRADE**

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	6	Language	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E/LA	6	Language	2	Ensure that pronouns are in the proper case (subjective, objective, possessive).
E/LA	6	Language	3	Use intensive pronouns (e.g., myself, ourselves).
E/LA	6	Language	4	Recognize and correct inappropriate shifts in pronoun number and person.
E/LA	6	Language	5	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
E/LA	6	Language	6	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to convert to expression in conventional language
E/LA	6	Language	7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
E/LA	6	Language	8	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
E/LA	6	Language	9	Use semicolons to connect main clauses, and commas before the conjunction in compound sentences.
E/LA	6	Language	10	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
E/LA	6	Language	11	Vary sentence patterns for meaning, reader/listener interest, and style.
E/LA	6	Language	12	Maintain consistency in style and tone.
E/LA	6	Language	13	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
E/LA	6	Language	14	Use context as a clue to the meaning of a word or phrase.
E/LA	6	Language	15	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
E/LA	6	Language	16	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E/LA	6	Language	17	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E/LA	6	Language	18	Interpret figures of speech in context.
E/LA	6	Language	19	Use the relationship between particular words to better understand each of the words.
E/LA	6	Language	20	Distinguish among the connotations of words with similar denotations.
E/LA	6	Language	21	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
E/LA	6	Speaking & Listening	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
E/LA	6	Speaking & Listening	2	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
E/LA	6	Speaking & Listening	3	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
E/LA	6	Speaking & Listening	4	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
E/LA	6	Speaking & Listening	5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
E/LA	6	Speaking & Listening	6	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
E/LA	6	Speaking & Listening	7	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
E/LA	6	Speaking & Listening	8	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	6	Speaking & Listening	9	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
E/LA	6	Speaking & Listening	10	Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.
E/LA	6	Writing	1	Write arguments to support claims with clear reasons and relevant evidence.
E/LA	6	Writing	2	Introduce claim(s) and organize the reasons and evidence clearly.
E/LA	6	Writing	3	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
E/LA	6	Writing	4	Use appropriate transitions to clarify the relationships among claims and reasons.
E/LA	6	Writing	5	Establish and maintain a style appropriate to purpose and audience.
E/LA	6	Writing	6	Provide a concluding statement or section that follows from the argument presented.
E/LA	6	Writing	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
E/LA	6	Writing	8	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
E/LA	6	Writing	9	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
E/LA	6	Writing	10	Use appropriate transitions to clarify the relationships among ideas and concepts.
E/LA	6	Writing	11	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E/LA	6	Writing	12	Establish and maintain a style appropriate to purpose and audience.
E/LA	6	Writing	13	Provide a concluding statement or section that follows from the information or explanation presented.
E/LA	6	Writing	14	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
E/LA	6	Writing	15	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
E/LA	6	Writing	16	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
E/LA	6	Writing	17	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
E/LA	6	Writing	18	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E/LA	6	Writing	19	Provide an ending that follows from the narrated experiences or events.
E/LA	6	Writing	20	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
E/LA	6	Writing	21	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
E/LA	6	Writing	22	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
E/LA	6	Writing	23	Gather relevant information from multiple print and digital sources; annotate sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
E/LA	6	Writing	24	Applying grade 6 reading standards, draw evidence from literary or informational texts to support analysis, reflection, and research.
E/LA	6	Writing	25	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	6	Reading: Literature	1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
E/LA	6	Reading: Literature	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.
E/LA	6	Reading: Literature	3	Describe how a plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
E/LA	6	Reading: Literature	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
E/LA	6	Reading: Literature	5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
E/LA	6	Reading: Literature	6	Explain how an author develops the point of view of the narrator or speaker in a text.
E/LA	6	Reading: Literature	7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
E/LA	6	Reading: Literature	8	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
E/LA	6	Reading: Literature	9	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
E/LA	6	Reading: Information	1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
E/LA	6	Reading: Information	2	Determine a central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.
E/LA	6	Reading: Information	3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
E/LA	6	Reading: Information	4	Identify how an author’s choice of words, examples, and reasons are used to persuade the reader of something.
E/LA	6	Reading: Information	5	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
E/LA	6	Reading: Information	6	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
E/LA	6	Reading: Information	7	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
E/LA	6	Reading: Information	8	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
E/LA	6	Reading: Information	9	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
E/LA	6	Reading: Information	10	Compare and contrast one author’s presentation of events with that of another .
E/LA	6	Reading: Information	11	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ENGLISH/LANGUAGE ARTS: SEVENTH GRADE**

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	7	Language	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E/LA	7	Language	2	Explain the function phrases and clauses in general and their function in specific sentences.
E/LA	7	Language	3	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
E/LA	7	Language	4	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
E/LA	7	Language	5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E/LA	7	Language	6	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).
E/LA	7	Language	7	Spell correctly derivatives by applying the spellings of bases and affixes.
E/LA	7	Language	8	Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.
E/LA	7	Language	9	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
E/LA	7	Language	10	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
E/LA	7	Language	11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
E/LA	7	Language	12	Use context as a clue to clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
E/LA	7	Language	13	Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand the meaning of words.
E/LA	7	Language	14	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E/LA	7	Language	15	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E/LA	7	Language	16	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
E/LA	7	Language	17	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
E/LA	7	Language	18	Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).
E/LA	7	Language	19	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
E/LA	7	Speaking & Listening	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
E/LA	7	Speaking & Listening	2	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
E/LA	7	Speaking & Listening	3	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
E/LA	7	Speaking & Listening	4	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
E/LA	7	Speaking & Listening	5	Acknowledge new information expressed by others and, when warranted, modify their own views.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	7	Speaking & Listening	6	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
E/LA	7	Speaking & Listening	7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
E/LA	7	Speaking & Listening	8	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
E/LA	7	Speaking & Listening	9	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
E/LA	7	Speaking & Listening	10	Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.
E/LA	7	Writing	1	Write arguments to support claims with clear reasons and relevant evidence.
E/LA	7	Writing	2	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
E/LA	7	Writing	3	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
E/LA	7	Writing	4	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
E/LA	7	Writing	5	Establish and maintain a style appropriate to purpose and audience.
E/LA	7	Writing	6	Provide a concluding statement or section that follows from and supports the argument presented.
E/LA	7	Writing	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
E/LA	7	Writing	8	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
E/LA	7	Writing	9	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
E/LA	7	Writing	10	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
E/LA	7	Writing	11	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E/LA	7	Writing	12	Establish and maintain a style appropriate to purpose and audience.
E/LA	7	Writing	13	Provide a concluding statement or section that follows from and supports the information or explanation presented.
E/LA	7	Writing	14	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
E/LA	7	Writing	15	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
E/LA	7	Writing	16	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
E/LA	7	Writing	17	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
E/LA	7	Writing	18	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E/LA	7	Writing	19	Provide an ending that follows from and reflects on the narrated experiences or events.
E/LA	7	Writing	20	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	7	Writing	21	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
E/LA	7	Writing	22	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
E/LA	7	Writing	23	Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
E/LA	7	Writing	24	Gather relevant information from multiple print and digital sources using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
E/LA	7	Writing	25	Applying grade 7 reading standards, draw evidence from literary or informational texts to support analysis, reflection, and research.
E/LA	7	Writing	26	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
E/LA	7	Reading: Literature	1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
E/LA	7	Reading: Literature	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
E/LA	7	Reading: Literature	3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
E/LA	7	Reading: Literature	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
E/LA	7	Reading: Literature	5	Analyze how a literary text's structure contributes to its meaning.
E/LA	7	Reading: Literature	6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
E/LA	7	Reading: Literature	7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
E/LA	7	Reading: Literature	8	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
E/LA	7	Reading: Literature	9	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range
E/LA	7	Reading: Literature	10	Identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.
E/LA	7	Reading: Literature	11	Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
E/LA	7	Reading: Information	1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
E/LA	7	Reading: Information	2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
E/LA	7	Reading: Information	3	Analyze the interactions between individuals, events, and ideas in a text.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	7	Reading: Information	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
E/LA	7	Reading: Information	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
E/LA	7	Reading: Information	6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
E/LA	7	Reading: Information	7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
E/LA	7	Reading: Information	8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
E/LA	7	Reading: Information	9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
E/LA	7	Reading: Information	10	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ENGLISH/LANGUAGE ARTS: EIGHTH GRADE**

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	8	Language	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E/LA	8	Language	2	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
E/LA	8	Language	3	Form and use verbs in the active and passive voice.
E/LA	8	Language	4	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
E/LA	8	Language	5	Recognize and correct inappropriate shifts in verb voice and mood.
E/LA	8	Language	6	Identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.
E/LA	8	Language	7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E/LA	8	Language	8	Use punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
E/LA	8	Language	9	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
E/LA	8	Language	10	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
E/LA	8	Language	11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
E/LA	8	Language	12	Use context as a clue to clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
E/LA	8	Language	13	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
E/LA	8	Language	14	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E/LA	8	Language	15	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E/LA	8	Language	16	Interpret figures of speech (e.g. verbal irony, puns) in context.
E/LA	8	Language	17	Distinguish among the connotations of words with similar denotations .
E/LA	8	Language	18	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
E/LA	8	Speaking & Listening	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
E/LA	8	Speaking & Listening	2	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
E/LA	8	Speaking & Listening	3	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
E/LA	8	Speaking & Listening	4	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
E/LA	8	Speaking & Listening	5	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
E/LA	8	Speaking & Listening	6	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.



Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	8	Speaking & Listening	7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
E/LA	8	Speaking & Listening	8	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
E/LA	8	Speaking & Listening	9	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
E/LA	8	Speaking & Listening	10	Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate
E/LA	8	Writing	1	Write arguments to support claims with clear reasons and relevant evidence.
E/LA	8	Writing	2	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
E/LA	8	Writing	3	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
E/LA	8	Writing	4	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
E/LA	8	Writing	5	Establish and maintain a style appropriate to purpose and audience.
E/LA	8	Writing	6	Provide a concluding statement or section that follows from and supports the argument presented.
E/LA	8	Writing	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
E/LA	8	Writing	8	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
E/LA	8	Writing	9	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
E/LA	8	Writing	10	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
E/LA	8	Writing	11	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E/LA	8	Writing	12	Establish and maintain a style appropriate to purpose and audience.
E/LA	8	Writing	13	Provide a concluding statement or section that follows from and supports the information or explanation presented.
E/LA	8	Writing	14	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
E/LA	8	Writing	15	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
E/LA	8	Writing	16	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
E/LA	8	Writing	17	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
E/LA	8	Writing	18	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E/LA	8	Writing	19	Provide an ending that follows from and reflects on the narrated experiences or events.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	8	Writing	20	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
E/LA	8	Writing	21	Use technology, including the Internet, to produce and publish writing and present information and ideas efficiently as well as to interact and collaborate with others.
E/LA	8	Writing	22	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
E/LA	8	Writing	23	Gather relevant information from multiple print and digital sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
E/LA	8	Writing	24	Applying grade 8 reading standards, draw evidence from literary or informational texts to support analysis, reflection, and research.
E/LA	8	Writing	25	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
E/LA	8	Reading: Literature	1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
E/LA	8	Reading: Literature	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
E/LA	8	Reading: Literature	3	Identify and analyze recurring themes that appear frequently across traditional and contemporary works.
E/LA	8	Reading: Literature	4	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
E/LA	8	Reading: Literature	5	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
E/LA	8	Reading: Literature	6	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
E/LA	8	Reading: Literature	7	Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).
E/LA	8	Reading: Literature	8	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
E/LA	8	Reading: Literature	9	Analyze how a text draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
E/LA	8	Reading: Literature	10	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
E/LA	8	Reading: Literature	11	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
E/LA	8	Reading: Literature	12	Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot’s development; and the way in which conflicts are (or are not) addressed and resolved.
E/LA	8	Reading: Literature	13	Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	8	Reading: Information	1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
E/LA	8	Reading: Information	2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
E/LA	8	Reading: Information	3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events .
E/LA	8	Reading: Information	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
E/LA	8	Reading: Information	5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
E/LA	8	Reading: Information	6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
E/LA	8	Reading: Information	7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
E/LA	8	Reading: Information	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
E/LA	8	Reading: Information	9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation
E/LA	8	Reading: Information	10	By the end of the year, read and comprehend informational text at the high end of the grades 6–8 text complexity band independently and proficiently

**ENGLISH/LANGUAGE ARTS: NINTH-TENTH GRADE**

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	9-10	Language	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E/LA	9-10	Language	2	Use parallel structure.
E/LA	9-10	Language	3	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
E/LA	9-10	Language	4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E/LA	9-10	Language	5	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
E/LA	9-10	Language	6	Use a colon to introduce a list or quotation.
E/LA	9-10	Language	7	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
E/LA	9-10	Language	8	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
E/LA	9-10	Language	9	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
E/LA	9-10	Language	10	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
E/LA	9-10	Language	11	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E/LA	9-10	Language	12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E/LA	9-10	Language	13	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
E/LA	9-10	Language	14	Analyze nuances in the meaning of words with similar denotations.
E/LA	9-10	Language	15	Distinguish between what words mean literally and what they imply, and interpret what words imply.
E/LA	9-10	Language	16	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
E/LA	9-10	Speaking & Listening	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
E/LA	9-10	Speaking & Listening	2	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
E/LA	9-10	Speaking & Listening	3	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
E/LA	9-10	Speaking & Listening	4	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
E/LA	9-10	Speaking & Listening	5	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	9-10	Speaking & Listening	6	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
E/LA	9-10	Speaking & Listening	7	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
E/LA	9-10	Speaking & Listening	8	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
E/LA	9-10	Speaking & Listening	9	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
E/LA	9-10	Speaking & Listening	10	Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate
E/LA	9-10	Speaking & Listening	11	Apply appropriate interviewing techniques: • prepare and ask relevant questions. • make notes of responses. • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge of the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview.
E/LA	9-10	Writing	1	Produce clear and coherent writing in which the development, organization, style (e.g., tone and voice) are appropriate to task, purpose, and audience.
E/LA	9-10	Writing	2	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
E/LA	9-10	Writing	3	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
E/LA	9-10	Writing	4	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
E/LA	9-10	Writing	5	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
E/LA	9-10	Writing	6	Provide a concluding statement or section that follows from and supports the argument presented.
E/LA	9-10	Writing	7	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
E/LA	9-10	Writing	8	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
E/LA	9-10	Writing	9	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
E/LA	9-10	Writing	10	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
E/LA	9-10	Writing	11	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E/LA	9-10	Writing	12	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	9-10	Writing	13	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
E/LA	9-10	Writing	14	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
E/LA	9-10	Writing	15	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
E/LA	9-10	Writing	16	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
E/LA	9-10	Writing	17	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E/LA	9-10	Writing	18	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
E/LA	9-10	Writing	19	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
E/LA	9-10	Writing	20	Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.
E/LA	9-10	Writing	21	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
E/LA	9-10	Writing	22	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
E/LA	9-10	Writing	23	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
E/LA	9-10	Writing	24	Applying grades 9-10 reading standards, draw evidence from literary or informational texts to support analysis, reflection, and research.
E/LA	9-10	Writing	25	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
E/LA	9-10	Reading: Literature	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
E/LA	9-10	Reading: Literature	2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
E/LA	9-10	Reading: Literature	3	Compare and contrast the presentation of a similar theme or topic across texts.
E/LA	9-10	Reading: Literature	4	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
E/LA	9-10	Reading: Literature	5	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	9-10	Reading: Literature	6	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
E/LA	9-10	Reading: Literature	7	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
E/LA	9-10	Reading: Literature	8	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
E/LA	9-10	Reading: Literature	9	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
E/LA	9-10	Reading: Literature	10	Evaluate the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
E/LA	9-10	Reading: Literature	11	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.
E/LA	9-10	Reading: Literature	12	Analyze the way in which a work of literature is related to the themes and issues of its historical period.
E/LA	9-10	Reading: Literature	13	Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.
E/LA	9-10	Reading: Information	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
E/LA	9-10	Reading: Information	2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
E/LA	9-10	Reading: Information	3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
E/LA	9-10	Reading: Information	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
E/LA	9-10	Reading: Information	5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
E/LA	9-10	Reading: Information	6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
E/LA	9-10	Reading: Information	7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
E/LA	9-10	Reading: Information	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
E/LA	9-10	Reading: Information	9	By the end of grade 9, read and comprehend informational text in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend informational text at the high end of the grades 9-10 text complexity band independently and proficiently

**ENGLISH/LANGUAGE ARTS: ELEVENTH-TWELFTH GRADE**

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	11-12	Language	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E/LA	11-12	Language	2	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
E/LA	11-12	Language	3	Resolve issues of complex or contested usage, consulting references as needed.
E/LA	11-12	Language	4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E/LA	11-12	Language	5	Observe hyphenation conventions.
E/LA	11-12	Language	6	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
E/LA	11-12	Language	7	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading
E/LA	11-12	Language	8	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
E/LA	11-12	Language	9	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E/LA	11-12	Language	10	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
E/LA	11-12	Language	11	Analyze nuances in the meaning of words with similar denotations.
E/LA	11-12	Language	12	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
E/LA	11-12	Speaking & Listening	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
E/LA	11-12	Speaking & Listening	2	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
E/LA	11-12	Speaking & Listening	3	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
E/LA	11-12	Speaking & Listening	4	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
E/LA	11-12	Speaking & Listening	5	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
E/LA	11-12	Speaking & Listening	6	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
E/LA	11-12	Speaking & Listening	7	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used



Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	11-12	Speaking & Listening	8	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
E/LA	11-12	Speaking & Listening	9	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
E/LA	11-12	Speaking & Listening	10	Adapt speech to a variety of contexts and tasks, demonstrating a command of standard English when indicated or appropriate
E/LA	11-12	Speaking & Listening	11	Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
E/LA	11-12	Speaking & Listening	12	Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
E/LA	11-12	Speaking & Listening	13	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
E/LA	11-12	Speaking & Listening	14	Identify rhetorical and logical fallacies used in the media including ad hominem (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
E/LA	11-12	Writing	1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
E/LA	11-12	Writing	2	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
E/LA	11-12	Writing	3	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
E/LA	11-12	Writing	4	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
E/LA	11-12	Writing	5	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
E/LA	11-12	Writing	6	Provide a concluding statement or section that follows from and supports the argument presented.
E/LA	11-12	Writing	7	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
E/LA	11-12	Writing	8	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
E/LA	11-12	Writing	9	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	11-12	Writing	10	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
E/LA	11-12	Writing	11	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E/LA	11-12	Writing	12	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
E/LA	11-12	Writing	13	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
E/LA	11-12	Writing	14	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
E/LA	11-12	Writing	15	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
E/LA	11-12	Writing	16	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
E/LA	11-12	Writing	17	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E/LA	11-12	Writing	18	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
E/LA	11-12	Writing	19	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
E/LA	11-12	Writing	20	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
E/LA	11-12	Writing	21	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
E/LA	11-12	Writing	22	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
E/LA	11-12	Writing	23	Applying grades 11-12 Reading standards, draw evidence from literary or informational texts to support analysis, reflection, and research.
E/LA	11-12	Writing	24	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
E/LA	11-12	Writing	25	Write job applications and résumés that:• provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. • modify the tone to fit the purpose and audience. • follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	11-12	Reading: Literature	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
E/LA	11-12	Reading: Literature	2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
E/LA	11-12	Reading: Literature	3	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
E/LA	11-12	Reading: Literature	4	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
E/LA	11-12	Reading: Literature	5	Analyze a text in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.
E/LA	11-12	Reading: Literature	6	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
E/LA	11-12	Reading: Literature	7	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
E/LA	11-12	Reading: Literature	8	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
E/LA	11-12	Reading: Literature	9	Analyze and evaluate works of literary or cultural significance in history (American, English, or world) that: • reflect a variety of genres in each of the respective historical periods. • were written by important authors in the respective major historical periods. • reveal contrasts in major themes, styles, and trends. • reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.
E/LA	11-12	Reading: Literature	10	Evaluate the way in which authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
E/LA	11-12	Reading: Information	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
E/LA	11-12	Reading: Information	2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
E/LA	11-12	Reading: Information	3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
E/LA	11-12	Reading: Information	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
E/LA	11-12	Reading: Information	5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
E/LA	11-12	Reading: Information	6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
E/LA	11-12	Reading: Information	7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
E/LA	11-12	Reading: Information	8	By the end of grade 11, read and comprehend informational text in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**WRITING: HISTORY, SOCIAL STUDIES, SCIENCE, & TECHNICAL SUBJECTS**

<b>Content Area</b>	<b>Grade Level/Span</b>	<b>Strand</b>	<b>Number</b>	<b>Content Area Topic</b>
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	1	Write arguments focused on discipline-specific content.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	2	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	3	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	4	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	5	Establish and maintain a formal style.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	6	Provide a concluding statement or section that follows from and supports the argument presented.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	7	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments and technical processes.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	8	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	9	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	10	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	11	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	12	Establish and maintain a formal style and objective tone.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	13	Provide a concluding statement or section that follows from and supports the information or explanation presented.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	14	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	15	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	16	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	17	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	18	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	19	Draw evidence from informational texts to support analysis, reflection, and research.
Writing: HSST	6-8	Writing: History/Social Studies, Science, & Tech Subjects	20	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	1	Write arguments focused on discipline-specific content.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	2	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	3	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a disciplineappropriate form and in a manner that anticipates the audience's knowledge level and concerns.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	4	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	5	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	6	Provide a concluding statement or section that follows from or supports the argument presented.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	7	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments and technical processes.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	8	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	9	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	10	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	11	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	12	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	13	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	14	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	15	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	16	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	17	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	18	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	19	Draw evidence from informational texts to support analysis, reflection, and research.
Writing: HSST	9-10	Writing: History/Social Studies, Science, & Tech Subjects	20	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	1	Write arguments focused on discipline-specific content.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	2	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	3	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	4	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	5	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	6	Provide a concluding statement or section that follows from or supports the argument presented.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	7	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments and technical processes.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	8	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	9	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	10	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	11	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	12	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	13	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	14	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



Content Area	Grade Level/Span	Strand	Number	Content Area Topic
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	15	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	16	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	17	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	18	Draw evidence from informational texts to support analysis, reflection, and research.
Writing: HSST	11-12	Writing: History/Social Studies, Science, & Tech Subjects	19	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**LITERACY: HISTORY AND SOCIAL STUDIES**

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
Literacy	6-8	Reading History-Social Studies	1	Cite specific textual evidence to support analysis of primary and secondary sources.
Literacy	6-8	Reading History-Social Studies	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Literacy	6-8	Reading History-Social Studies	3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
Literacy	6-8	Reading History-Social Studies	4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Literacy	6-8	Reading History-Social Studies	5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
Literacy	6-8	Reading History-Social Studies	6	Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).
Literacy	6-8	Reading History-Social Studies	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Literacy	6-8	Reading History-Social Studies	8	Distinguish among fact, opinion, and reasoned judgment in a text.
Literacy	6-8	Reading History-Social Studies	9	Analyze the relationship between a primary and secondary source on the same topic.
Literacy	6-8	Reading History-Social Studies	10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
Literacy	9-10	Reading History-Social Studies	1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Literacy	9-10	Reading History-Social Studies	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Literacy	9-10	Reading History-Social Studies	3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Literacy	9-10	Reading History-Social Studies	4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
Literacy	9-10	Reading History-Social Studies	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Literacy	9-10	Reading History-Social Studies	6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Literacy	9-10	Reading History-Social Studies	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Literacy	9-10	Reading History-Social Studies	8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Literacy	9-10	Reading History-Social Studies	9	Compare and contrast treatments of the same topic in several primary and secondary sources.
Literacy	9-10	Reading History-Social Studies	10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
Literacy	11-12	Reading History-Social Studies	1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Literacy	11-12	Reading History-Social Studies	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
Literacy	11-12	Reading History-Social Studies	3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Literacy	11-12	Reading History-Social Studies	4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Literacy	11-12	Reading History-Social Studies	5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
Literacy	11-12	Reading History-Social Studies	6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Literacy	11-12	Reading History-Social Studies	7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Literacy	11-12	Reading History-Social Studies	8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Literacy	11-12	Reading History-Social Studies	9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Literacy	11-12	Reading History-Social Studies	10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

**LITERACY: SCIENCE AND TECHNICAL SUBJECTS**

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
Literacy	6-8	Reading Science and Technical Subjects	1	Cite specific textual evidence to support analysis of science and technical texts.
Literacy	6-8	Reading Science and Technical Subjects	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
Literacy	6-8	Reading Science and Technical Subjects	3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Literacy	6-8	Reading Science and Technical Subjects	4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
Literacy	6-8	Reading Science and Technical Subjects	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
Literacy	6-8	Reading Science and Technical Subjects	6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Literacy	6-8	Reading Science and Technical Subjects	7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Literacy	6-8	Reading Science and Technical Subjects	8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
Literacy	6-8	Reading Science and Technical Subjects	9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Literacy	6-8	Reading Science and Technical Subjects	10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
Literacy	9-10	Reading Science and Technical Subjects	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Literacy	9-10	Reading Science and Technical Subjects	2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Literacy	9-10	Reading Science and Technical Subjects	3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
Literacy	9-10	Reading Science and Technical Subjects	4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
Literacy	9-10	Reading Science and Technical Subjects	5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
Literacy	9-10	Reading Science and Technical Subjects	6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Literacy	9-10	Reading Science and Technical Subjects	7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
Literacy	9-10	Reading Science and Technical Subjects	8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
Literacy	9-10	Reading Science and Technical Subjects	9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Literacy	9-10	Reading Science and Technical Subjects	10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Content Area	Grade Level/Span	Strand	Number	Content Area Topic
Literacy	11-12	Reading Science and Technical Subjects	1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
Literacy	11-12	Reading Science and Technical Subjects	2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Literacy	11-12	Reading Science and Technical Subjects	3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Literacy	11-12	Reading Science and Technical Subjects	4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
Literacy	11-12	Reading Science and Technical Subjects	5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Literacy	11-12	Reading Science and Technical Subjects	6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Literacy	11-12	Reading Science and Technical Subjects	7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Literacy	11-12	Reading Science and Technical Subjects	8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
Literacy	11-12	Reading Science and Technical Subjects	9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Literacy	11-12	Reading Science and Technical Subjects	10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.